

5. STORIES FROM THE LIVES OF SAINTS AND MARTYRS OF THE CHURCH TOLD IN SIMPLE LANGUAGE, by Jetta S. Wolff, edited with an introduction by the Rev. C. W. Woodhouse, M.A. 2nd edition. Published by A. R. Mowbray and Co., 34, Great Castle Street, Oxford Circus, London, W. 2s.
6. MY SUNDAY BOOK. 1s. Published by A. R. Mowbray and Co. Ltd.; arranged by Agatha G. Turning. The Creed, texts to find the words of the Creed to colour illustrations, and suitable verses; spaces to insert pictures.

51, Herbert Street,  
Hoxton, London, N.  
November 17th, 1908.

DEAR EDITOR,

I should like to thank students and their children who have sent me scrap-books, flowers, etc. They are much appreciated. I wonder if anyone can help me with a few story-books for a children's library which I am just starting.

Yours sincerely,  
MABEL CONDER.

### BUDGET GLEANINGS.

#### GAMES SUGGESTED FROM THE "ORIONAL" BUDGET.

- 5.—"National Gallery." Price 1s. Played like "Happy Family." Excellent for children to get acquainted with well-known pictures. (National Gallery of Dutch pictures; also counties of England, and possibly others, are also published.)
- 6.—"Turning up Letters." The letters of the "word-making" box are put face downwards on the table. One player calls: "The name of a . . . ." (Whatever he chooses, *e.g.*, flower, bird, musician, actor, trade, town in Scotland, etc.) He then turns up a letter, being careful to

turn it away from him, so that the others see it first. Whoever calls out first the name of something beginning with the letter turned up, and belonging to the class chosen, keeps the letter, turns up the next, and chooses what kind of thing it is to be. If anything is doubtful, or if no one can think of a word beginning with the letter, it is put back into the pool and another turned up, but the subject is not changed. The same word must not be used in the same connection twice in a game. Player with most letters wins.

7.—Think of twenty professions or occupations, *e.g.*, churchman, statesman, ruler, lawyer, soldier, sailor, philanthropist, doctor, scientist, painter, sculptor, musician, actor, poet, essayist, novelist, historian, educationalist, explorer, athlete. Choose a letter, and, in a given time (ten to fifteen minutes) write down the name of one famous man or woman under as many of the heads as you can. The player with fewest names reads down his list first, and so on. Those who have the same name under the same heading score one point for each player who has not. *E.g.*, suppose there are five players, and that C is the letter chosen. If only one has Corot, the artist, she scores four points. If three have him down, they each score two. If all five, they have no points for the artist.

8.—Choose a letter, and with a short time limit write down as many things as you can in the room beginning with the letter chosen.

9.—"Hang." One player, A, thinks of a line or verse of poetry or a proverb (he usually says which), writes it down with a dash for each letter, and separates the words with a pointed bar (as in music), and passes it to B. B (the other player, or players in turn), asks for any letters he thinks are likely to be contained in the quotation. If he is right, A tells him where to write it. (He tries to say where it will help least.) B's object is to guess the quotation with the



help of as few letters as possible. A gallows is drawn at the foot of the page, and part of B is hung for every letter he asks for which is no longer represented by dashes in the quotation. When he has been hung for five letters (*i.e.*, head, body, arms, legs), he is dead, and cannot go on guessing.

10.—Using the box of letters. Each player picks out a word from the letters, mixes the letters of the word together, and passes them to his neighbour, who tries to arrange them in the right order.

11.—“Adverbs.” One player goes out. The others choose an adverb, *e.g.*, “slowly” or “rudely,” and answers his questions when he comes in, in turn, speaking in the manner of the adverb chosen. The questioner must try to guess the adverb at the end of each round, not in the middle, so that everyone may have a chance of acting.

12.—“Adjectives.” Someone (a “grown-up” usually) writes a story and leaves a blank for all the adjectives (sometimes a string of them together). The story should be topical, perhaps an account of a picnic, and everyone's name should be mentioned. The rest of the party give the writer adjectives, with which he fills in the blanks till all are filled. He must write the adjectives *in the order in which they are given*, regardless of the sense. The result is sometimes most ludicrous.

Y, a child working in Class 1b, made a fishing-rod he had cut in the wood. “He then got an old cotton reel and fastened it on through the hole with a long screw; he bored a whole in one edge of the reel, and put a short stick in for the handle. He bored holes through the stick at intervals, and made loops to hold the twine by putting wire through them.”

#### THE GREEN MOTH.

H.S. writes:—“I think the name of the moth asked for may be the Cistus Forester (*Procris Geryon*). It appears on

the wing in May and June. Head, thorax, and body are golden green, and the fore wings are shining green.”

Another writer suggests the Emerald Moth, sometimes found at Ambleside. Its body and shape are very similar to a butterfly's, and it is pale green in colour throughout.

#### THE HOXTON CHILD.

As students of the House of Education, Ambleside, trying to carry out the principles of the P.N.E.U., we are all striving to develop the children under our care: (1) Physically, (2) mentally, (3) morally, (4) spiritually. As it has been my lot to work four years among the poorest children, I propose in these short papers to show what terrible hindrances there are in the way of any development of these children. First let us consider the *physical* development. Coming into a world which has made very little preparation for it the baby finds itself one of a large family with many mouths to feed and little money to buy the necessities of life. The mother is often underfed, sometimes even starving, but at once takes upon herself the responsibility of nursing her child. “Baby is washed and dressed once a day, and left to sleep or cry or be carried about by a small nurse not much bigger than itself.” Who can say what terrible injuries to spine, brain, etc., are caused by falls from the arms of its small nurse and tumbles from the bed or chair as baby becomes more independent and begins to explore the distant parts of kitchen, bedroom, and parlour combined? Its home consists of one, or at most two, rooms, of which the windows are seldom opened. This and bad food is frequently the cause of “wasting” amongst small infants, and leads to the “survival of the fittest,” for the deaths amongst children under one year is larger in this neighbourhood than in any other part of London. Should the child reach the age of three it is promptly despatched to school, “to get 'im out of the way,” as the mother



explains. It is during school life that the child has the best chance of being physically developed, as so much is now done in the way of drill in the playground, manual training and swimming. The good effect of this is, however, to a great extent spoilt by the home conditions—drill without breakfast cannot perfect physical development, and when this is repeated after a dinner of a "slice" and tea is it not possible to do more harm than good? The fact that the child is seldom in its home perhaps prevents matters being worse than they are—spare hours are generally spent in the streets, and there the true child-nature comes out. Hop-scotch, skipping, leap-frog, or whatever is "in season" is played with great energy, to say nothing of the excitement of climbing up forbidden ladders or running after carts. Here the boys come off best, as the mothers are only too glad to get them out of the way, while they often keep the girls at home to do the housework. "I can't come out with you on Saturday; I shall have my work," was the answer given by an undersized child of eleven to an invitation, and when we inquired what the "work" was we were told that it was scrubbing. "I was just doing the cooking," said a mite of eight to a visitor the other day; "mother is in bed with a new little brother." School-life and freedom end when the child is fourteen—then he leaves school and considers himself grown-up. He goes into a factory and spends the whole day there sitting or standing from 8 a.m. until 7 or 8 p.m. Again the boy comes off better physically, as there are many jobs, such as messengers, telegraph boys, van-boys, etc., where the life is an outdoor one, and his health does not suffer so severely as the girl's. This is a picture of child-life as one sees it generally in Hoxton. You will naturally ask what is being done to improve matters. Something is being done in the way of hygiene lectures, crèches for the children of working mothers, meals for school children, etc., but the difficulties are still tremendous.

There are cases which are even worse than those I have pictured, and on the other hand there are those whose children are well cared for and whose homes would be worthy of a P.N.E.U. mother, but these are few and far  
M. CONDER.

### STUDENTS' LETTERS.

WE have really been very fortunate as regards the weather this term. To-day is the first whole wet day we have had. Our first Saturday we were able to have a long half. On October 13th, Mrs. Henry Fawcett spoke on "Woman Suffrage" in the Assembly Rooms, and any student who wished might go. It was very interesting. Mrs. Fawcett was most convincing in her arguments, and reasonable in her demands. On October 20th, Ian Hambourg, the brother of the great pianist, Mark Hambourg, paid a visit to Amble-side. Unfortunately the house was almost empty; in fact, there were hardly fifty people there. He played first Beethoven's famous "Kreutzer" sonata, and for encore the charming "Humoreske" (Dvorak). His technique was very fine, especially in the second movement of Mendelssohn's concerto, which gives such ample scope.

I am sure everyone will be pleased to know we have our motto, "For the Children's Sake," beautifully painted and hung in the class-room over Mr. Roper's portrait. One of the present (Miss Hart) Seniors did it during the summer holidays, and presented it to Miss Mason.

Owing to a leakage in the drains we were all packed off home last Saturday week. It was a novel way of spending half-term, and we returned last Saturday fresh and ready again to take up our work.  
M. K. G.

### NATURE WALKS.

THIS term the Fall of the Leaf, Seed Dispersion, and Fungi have been the chief objects of interest during the Nature Walks. The autumnal tints have been glorious, and the